

Supporting English learners with the most significant cognitive disabilities

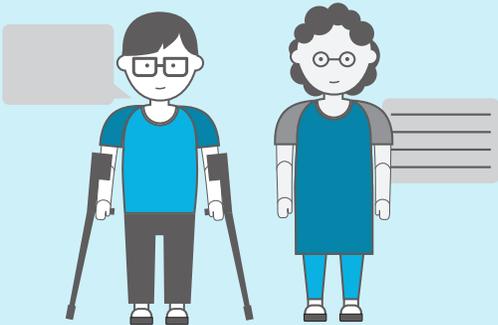


The project

[Advancing ALTELLA: Alternate Assessment Redesign](#) is a four-year, federally-funded project that applies lessons learned from research on successful instructional practices, accommodations, and assessment of English learners with the most significant cognitive disabilities to inform development of alternate English language proficiency assessments.

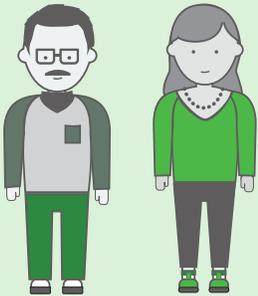
It builds on the initial [ALTELLA project](#) and the past decade of research on assessing English learners and students with the most significant cognitive disabilities.

GOAL: Provide this group of learners with access to high quality content. This is especially important given that [ALTELLA research shows](#) that almost one-quarter of English learners with the most significant cognitive disabilities do not receive English-language services.



The work

- Redesign the WIDA annual alternate English language proficiency assessment, Alternate ACCESS for ELLs
- Build a screener that appropriately identifies students to participate in Alternate ACCESS
- Develop professional learning materials that support the implementation and administration of the new and updated assessments
- Lead research that informs assessment development and makes sure test items are meaningful, accessible, and relevant to the population of students taking the assessment
- Disseminate project findings to state education agencies, national experts and policymakers, educators, families, and other interested stakeholders



The people

Advancing ALTELLA is a collaboration among WIDA staff, the WIDA Consortium, including the Minnesota Department of Education as the lead state, the Texas Education Agency, and national experts.

Contact

Want to learn more?
Visit advancingaltella.org

Have questions? Send an email to advancingaltella@wcer.wisc.edu

Principal Investigator: H. Gary Cook, Ph.D.
Project Director: Laune Christensen, Ph.D.